DOCUMENT RESUME

ED 478 539 SP 041 421

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TITLE	The Skin That We Speak: Thoughts on Language and Culture in the Classroom.
ISBN	ISBN-1-56584-544-7
PUB DATE	2002-00-00
NOTE	239p.
AVAILABLE FROM	New Press, 38 Greene Street, 4th floor, New York, NY 10013 (hardcover: ISBN-1-56584-544-7, $24.95; paperback: ISBN-1-56584-820-9, $16.95). Tel: 800-233-4830 (Toll Free); Fax: 212-629-8617; Web site: http://www.thenewpress.com/ .
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Academic Achievement; Academic Failure; *Black Dialects; *Black Students; Black Teachers; *Cultural Differences; Elementary Secondary Education; Ethnicity; *Language Usage; *Language of Instruction; Literacy Education; Multilingualism; Power Structure; Sociolinguistics; Student Evaluation; Teacher Knowledge; Urban Schools; Women Faculty

ABSTRACT

This book explores the many Englishes that are spoken in the classroom and the layers of politics, power, and identity that those different forms carry. There are 12 papers in three parts. Part 1, "Language and Identity," includes: "Ovuh Dyuh" (Joanne Kilgour Dowdy); and "Ebonics: A Case History" (Ernie Smith). Part 2, "Languages in the Classroom," includes: (3) "No Kinda Sense" (Lisa Delpit); (4) "Trilingualism" (Judith Baker); (5) "Some Basic Sociolinguistic Concepts" (Michael Stubbs); (6) "Language, Culture, and the Assessment of African American Children" (Asa G. Hilliard, III); (7) "I Ain't Writin' Nuttin': Permissions to Fail and Demands to Succeed in Urban Classrooms" (Gloria J. Ladson-Billings); and (8) "'...As Soon as She Opened Her Mouth!': Issues of Language, Literacy, and Power" (Victoria Purcell-Gates). Part 3, "Teacher knowledge," includes: (9) "Topsy-Turvies: Teacher Talk and Student Talk" (Herbert Kohl); (10) "Toward a National Public Policy on Language" (Geneva Smitherman); (11) "The Clash of 'Common Senses': Two African American Women Become Teachers" (Shuaib Meacham); and (12) "'We Don't Talk Right. You Ask Him'" (Joan Wynne). An appendix presents the Linguistic Society of America Resolution on the Oakland "Ebonics" issue. (Papers contain references.) (SM)

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